PSYCHOLOGICAL AND BRAIN SCIENCES

2018 – 2019
Graduate Student Academic Handbook

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INTRODUCTION

Welcome to the Department of Psychological and Brain Sciences (PBSI) in the College of Liberal Arts at Texas A&M University! The Department of Psychological and Brain Sciences offers a PhD in Psychology that provides for specialization in Behavioral and Cellular Neuroscience (BCN), Clinical Psychology, Cognition and Cognitive Neuroscience (CCN), Industrial/Organizational Psychology (I/O), and Social and Personality Psychology (SPP). Specialization in BCN, CCN, and SPP are included in a “General Psychology” degree option. The objectives of the PhD program are:

• To prepare students to conduct high quality research, to direct research by others, and to communicate research findings through teaching and writing.
• To prepare students for careers in academic settings or organizations that involve practical solutions to personal, social, or organizational problems.

About this Handbook
This handbook is provided to all PBSI graduate students to:

• Familiarize you with department, college and university policies
• Provide a resource to help guide you through the degree process

This academic guide provides much of the information you need; however, it is not exhaustive and may not answer all of your questions. Specific requirements change frequently and this handbook is current as of the date stamped at the bottom of the page. Current information is always available from the Associate Head of Graduate Studies or the Office of Graduate and Professional Studies.

Another useful resource is the Graduate Catalog. The Graduate Catalog provides information about the academic programs at Texas A&M University. Included is information regarding admissions, academic regulations and requirements, academic calendars, services available to students, academic offerings, and a list of administrative offices.

Your Responsibilities as a Graduate Student
University faculty and staff are here to guide you through your graduate school process, but ultimately your education is your responsibility. Consult with your faculty advisor concerning course selection. Find out what your degree requirements and deadlines are and meet them. Ask questions if you need further explanation. It is your responsibility to know the requirements for your degree and to meet all deadlines. This includes fiscal deadlines and working with our business office to spend funds and comply with state and university regulations. Take advantage of the many opportunities to learn about organization, management, and leadership in the psychological and brain sciences community. Regardless of your career path, as someone with a PhD you will enter a workplace in which you have a decision-making role. Graduate student and professional organizations provide opportunities for students to participate in real decision-making and gain practical experience.
**Aggie Code of Honor**

For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse:

An Aggie does not lie, cheat, or steal or tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M students toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.
PROGRAM INFORMATION
The Department of Psychological and Brain Sciences at Texas A&M University offers a Ph.D. in Psychology that provides for specialization in Behavioral and Cellular Neuroscience (BCN), Clinical Psychology, Cognition and Cognitive Neuroscience (CCN), Industrial/Organizational Psychology (I/O), and Social and Personality Psychology (SPP). The objectives of the Ph.D. program are:

- to prepare students to conduct high quality research, to direct research by others, and communicate research findings through teaching and writing
- to prepare students for careers in academic settings or organizations that involve practical solutions to personal, social, or organizational problems.

In the sections below, the mission, training models, and expectations of each program are described.

Behavioral and Cellular Neuroscience

Research by BCN faculty falls into three overlapping areas of concentration: 1) learning and memory (including spatial and habit learning, conditioning and avoidance, and recovery from injury), 2) affective, stress, and trauma-related disorders (including PTSD, anxiety, pain, and depression), and 3) addiction and motivated behavior (including drug seeking and relapse). The BCN area is funded by extramural grants from National Institutes of Health (including NIMH, NINDS, NIDA) and private foundations (McKnight, Brain & Behavior Research, and Craig H. Neilsen Foundations). Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $5.4 million. This level of funding is reflected in a high rate of publication productivity from 2012-2016, averaging 15 papers/faculty member. BCN faculty members are highly cited (2012-2017), with an average Google Scholar h-index of 22, and an average of 2,434 citations. BCN graduate students have also had success in securing extramural funding, including securing prestigious predoctoral NRSAs. Upon graduation, BCN students in the last 5 years have obtained post-doctoral positions at institutions such as the University of California-San Diego, University of California-San Francisco, Case Western Reserve University, University of Texas-Dallas, University of Pittsburgh, and Medical University of South Carolina.

Clinical Psychology

A major theme of the research across clinical program faculty is clinical assessment. The program’s productivity in this area, measured by number of publications, is top in the nation, falling behind only University of Minnesota and University of Pennsylvania. Other areas of research emphasis include psychophysiological assessment, pain, impulsivity, and hormones and behavior. Clinical faculty members are active contributors to departmental cross-area research clusters, including Affective Science, Diversity Science, Neuroscience, and Personality and Individual Differences. The Clinical Psychology program was first reviewed for accreditation by the American Psychological Association (APA) in 1988 and received full accreditation at that time for an initial 3-year period. The program has been reaccredited following each subsequent review in 1991, 1996, 2001, 2008, and most recently in 2015, receiving full accreditation for the maximum allowable window. The program benefits from strong faculty and graduate students. Among our tenure-track faculty, since and including 2011, 88% have received national awards or honors, 75% have served on editorial boards of scientific journals, 75% have received extramural research grants, 25% have served on NIH or NSF grant review panels, and 50% have held Fellow status in APA or comparable professional societies.
The Clinical area is funded by extramural grants from NIH, NSF, government agencies, and foundations. Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $2.2 million. Students also have enjoyed success in securing extramural funding, including securing prestigious predoctoral NRSA and NSF awards. In addition, the faculty have secured clinical contracts from local government agencies including the Brazos County Texas Commissary Fund, the College Station Police Department, the Texas A&M University Police Department, the Bryan Police Department, the Mental Health Mental Retardation Authority of Brazos Valley, Brazos County 911 District, and the Brazos County Office of the Sheriff. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 24.88 papers/faculty member. Clinical faculty members were also highly cited (2012-2017), with an average Google Scholar \( h \)-index of 25 and an average of 2,949 citations.

The program espouses a blend of the scientist-practitioner and clinical science model of training, integrating the full range of research, teaching, and applied skills in training doctoral students. The area is moving toward a perspective that views research and applied skills as interwoven rather than as discrete sets of skills. The goal is to have graduates acquire the skills to pursue a strong clinical scientist career in an academic or research setting, as well as a robust clinician scholar-administrator career in a medical or other training institution. During the program’s recent APA site visit in 2015, the review committee indicated that “…for the past several years the training has leaned toward the clinical science model.” The program’s hiring in the last fifteen years confirms this changing perspective. In these years, the program has hired faculty who trained or worked in a clinical science program (i.e., University of California, Los Angeles; Florida State University; University of South Florida; Stony Brook University, Washington University in St. Louis; University of Wisconsin, Milwaukee; and Yale University).

Students in the program have benefited substantially from the faculty and the training environment. Every year since the last departmental program review, 100% of our students have matched to internships of their choice, far-outstripping national base rates. Furthermore, students continue to match to some of the best internship sites in the country. In the past three years, sites have included Harvard University/Massachusetts General Hospital, Brown University, Medical University of South Carolina (MUSC), Children’s Hospital of Philadelphia (CHOP), and Children’s National Health System. Many of our students transition to postdoctoral fellowships or faculty positions in national research universities or medical schools, including Stanford University, Brown University, Baylor College of Medicine, and the Oklahoma Health Science Center.

Cognition and Cognitive Neuroscience
The PhD Program in CCN aims to educate and train students interested in pursuing research and teaching careers at peer and aspirant peer institutions. The program seeks to offer students the highest level of training in behavioral, statistical, computational, and neuroscience methods needed to perform cutting-edge research that is competitive for publishing in well-regarded journals and placement in reputable academic positions. Students are trained to conduct research on a variety of theoretical and applied topics including memory, categorization and concepts, reinforcement and associative learning, cognitive development and aging across the lifespan, computational modeling, decision-making, creativity, metacognition, human computer interaction, and psycholinguistics.

Faculty research covers a large breadth of topics in Cognition and Cognitive Neuroscience. Some emergent themes are: 1) Learning, memory, and executive function - including basic associative learning mechanisms as well as memory, language processing, decision making and creativity, 2)
Cognitive development across the lifespan, with researchers examining cognition in infants, emerging adults, and older adults, and 3) Cognition in real world contexts and applications – including cognitive aspects of addiction, depression, schizophrenia, and aphasia, the influence of multiple language experience on cognitive functioning, factors influencing creative thinking and design, and computer-human interaction. A range of experimental paradigms – behavioral and neurobehavioral - are used to study these topics.

Faculty members have expertise in neuroscience methods, and our department has developed a partnership with the Texas A&M Institute for Preclinical Studies (TIPS) on campus to conduct fMRI studies. This supplements pioneering work by our faculty using functional near infrared spectroscopy (fNIRS). In addition, transcranial direct current stimulation (TDCS), electroencephalography (EEG), galvanic skin conductance response (GSR), Positron Emission Tomography, eyetracking, and spontaneous eyeblink measurements are used by our faculty. Based on our successful recruitment of junior-level faculty members performing innovative research using neuroscience methodologies, the area voted in 2015 to change the area name from “Cognitive” to “Cognition and Cognitive Neuroscience.” This reflects a strategic focus of the area to explore cognition at behavioral, computational, and neurobiological levels of analyses. Graduate student training reflects this expansion in focus.

The CCN area is funded by extramural grants from NIH and NSF, as well as private foundations. Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $3.3 million. This includes F or K awards through NIH that support transitions to faculty positions as independent researchers. Despite the relatively high number of new researchers in the area, faculty also have a high rate of publication productivity from 2012-2016, averaging 18 papers/faculty member. The CCN faculty were also highly cited (2012 - 2017), with an average Google Scholar h-index of 18 and an average of 1,363 citations. Many faculty in the CCN area are active in interdisciplinary research (with computer science, engineering, Hispanic Studies, among other fields) and in national and international collaborations.

Doctoral program graduates from the CCN area have secured assistant professor positions at University of Texas (Austin), Clemson University, South Dakota State University, California State University (Chico), National Chung-Cheng University (Taiwan), Spelman College, Suleyman Sah University (Turkey), University of Pretoria (S. Africa), Keimyung University (S. Korea), University of Wisconsin (Fonds-du-Lac), and St. Mary’s University, as well as post-doctoral positions at Harvard University, Georgia Tech, New York University, Rice University, Michigan State University, Brandeis University, University of Nevada, Pusan National University (S. Korea), New Jersey Medical School, UCLA, and the National Brain Research Center (India).

Industrial/ Organizational Psychology
The goal of the I/O area is to continue to enhance our national reputation as a center of scholarly excellence in I/O psychology and to become a nationally recognized top-5 I/O psychology doctoral program. To this end, we conduct high-quality basic and applied research via intense faculty and student collaborative efforts. Aligned with this, students are encouraged to work with multiple faculty members, coupled with a norm and climate of cooperation and success, not competition, within the program. In addition to substantive content domains, our students receive extensive training in quantitative methods and analyses, preparing them to conduct and evaluate I/O psychology research. The I/O faculty believe
that a strong grounding in basic and applied research skills as well as the theoretical underpinnings of both Industrial and Organizational psychology is essential for both academic and applied work. Graduates are qualified for positions in academic settings, research organizations, government agencies, corporations, and consulting firms. The program maintains the flexibility necessary to allow students to pursue careers in either academic or industrial settings, although the program emphasizes academic placements. The ratio of academic to applied placements has been stable over time; it was 40% in 2000-2009, and was 42% in 2010-2016, with high profile tenure-track academic placements in programs such as Bowling Green University, University of Illinois, Old Dominion University, University of Central Florida, and Universidad Adolfo Ibáñez (Chile).

The Industrial/Organizational (I/O) psychology doctoral program contributes to the strategic plan of Texas A&M University by providing high quality undergraduate and graduate education and training in psychology. The program is instrumental to the Department's research and teaching missions by (1) securing extramural funding which supports doctoral students and high quality research, (2) publishing in high-impact journals, (3) placing students in academic positions, and (4) teaching core psychology classes (e.g., Research Methods) and classes that meet the university's required International and Cultural Diversity graduation requirement (PSYC 300: Psychology of Women).

The I/O faculty are able to accomplish their goals by capitalizing on the expertise within the area. Specifically, faculty members have expertise in personnel testing, occupational health and safety, diversity science, conflict, and team performance. Many I/O faculty members regularly engage in interdisciplinary research with faculty from engineering and management, and have joint appointments or affiliations with interdisciplinary programs. Consonant with the preceding, the strengths of the program are reflected in major accomplishments such as extramural grants, prestigious awards (e.g., APA’s Raymond D. Fowler award, SIOP’s Myers Award for Applied Research in the Workplace), and prestigious editorships (e.g., Human Performance, Occupational Health Science, Small Group Research). Since 2010, all of the faculty have been successful at obtaining extramural funding. The I/O area is funded by extramural grants from NSF as well as other organizations. Since 2012, the total funding awarded to area faculty members as PI, co-PI, co-I, or mentor is ~ $2.8 million. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 14.5 papers/faculty member. I/O faculty were also highly cited (2012-7/2017), with an average Google Scholar h-index of 17 and an average of 1,805 citations. Since the 2010 review, the quality, visibility, and productivity of the program has shown substantial advancements. The program is now ranked 6th on two sets of rankings, specifically (1) productivity in the top I/O psychology journals, 2003-2012 (Beiler et al., 2014; Mahoney et al., 2010); and 7th on a third, institutional representation at 2008-2016 SIOP conferences (Keshef, 2016). University of Minnesota and Michigan State University are the only two institutions that are ranked higher than Texas A&M in all three rankings. Furthermore, all senior faculty members are fellows of SIOP, APA and/or APS. In addition, two of our faculty are in the top 2% of authors cited in six popular I/O psychology textbooks (Aguinis et al., in press).

Social and Personality Psychology
Faculty members in the area have diverse research interests, but there are clear cross-cutting themes that reflect the strengths of the area in (1) self and identity – including self-regulation, intersectional identities, self-knowledge, existential and cultural worldviews, and self-concept in the context of attachment, (2) social cognition - including counterfactual thinking, lay theories, and decision-making, and (3) social psychological determinants of health and wellbeing - including health disparities,
emotions, relationship functioning, meaning in life, physical pain, and perceptions of social pain and social inequality.

The SPP area is funded by extramural grants from NIH and NSF, as well as private foundations. Since 2012, the total award amount with area faculty members as PI, co-PI, co-I, or mentor is over $3.3 million. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 16 papers/faculty member. The SPP faculty were also highly cited (2012 - 2017), with an average Google Scholar $h$-index of 17 and an average of 1,805 citations. The Social-Personality area faculty also has a strong service record with memberships on editorial boards of such journals as Journal of Personality and Social Psychology, Journal of Experimental Psychology: General, Psychological Science, Personality and Social Psychology Bulletin, Emotion, Self & Identity, Journal of Happiness Studies, Social Cognition, and the Journal of Black Psychology.

Maintaining a space for meaningful collaborations and interdisciplinary work is integral to the vibrancy of the Social-Personality program. At the department level, there are three crosscutting, interdisciplinary, departmental research clusters, and notably, the Social-Personality area has a large number of faculty (n = 7) who affiliate with at least one of these clusters (affective science = 4; diversity science = 3, and personality processes = 5). Four of our faculty members affiliate with more than one cluster. Nine faculty members have published in outlets that reached audiences beyond the traditional borders of social-personality psychology within the last three years. Our work appears in outlets engaging the work of cognitive scientists and neuroscientists, engineers, legal scholars, educators, and health practitioners.

The primary goal of the SPP graduate training program is to develop students into productive, independent researchers who are able to obtain post-doctoral positions, research jobs outside of academia, or faculty positions. The graduate program trains students as researchers in social and personality psychology, while maintaining sufficient flexibility to permit interdisciplinary and/or specialized training. The area has recently developed a strong track record of sending students to the highly competitive biannual Summer Institute in Social and Personality Psychology (SISPP). SISPP only accepts approximately 80 students from a pool that typically includes around 300 applicants. Three students from the area participated in 2015 and two participated in 2017. Students have also received a number of national level travel awards in the past three years (e.g., SPSP, SPSSI; n = 11). One student who is affiliated with both the clinical and social area was recently awarded a highly prestigious NSF Graduate Research Fellowship. Faculty members in the area actively publishing with their graduate students. In the past three years (2014-2016) SPP faculty published 88 papers with student co-authors. Recent graduates of the program (past three years) have tenure track positions at Colby College, Utah State, and Missouri Western State University, a postdoc at Northwestern University, and visiting assistant professor positions at Mount Holyoke College and Hendrix College. Other graduates of the area have been successful in finding non-academic research oriented jobs (e.g., Trial Partners, Inc., Google, Hanover Research).
GENERAL INFORMATION

University Office of Graduate and Professional Studies
This Handbook describes important policies and procedures related to graduate study in the Department of Psychological and Brain Sciences. Some policies and procedures in this Handbook come from the TAMU Office of Graduate and Professional Studies and the College of Liberal Arts. While the most pertinent Office of Graduate and Professional Studies and College policies are noted in this Handbook, we refer you to the TAMU Graduate Catalog for further details and other Office of Graduate and Professional Studies and College policies http://catalog.tamu.edu/graduate/. If there are any discrepancies between the two, the requirements in the University Graduate Catalog must be fulfilled.

Department Web Page
The Psychology Department’s web page (https://liberalarts.tamu.edu/psychology/) is often the first place to visit in your efforts to find things. For example, you can find this document there along with departmental rules, regulations and forms. There is also an important place on the page (https://liberalarts.tamu.edu/psychology/people/staff/) that lists who does what. This document will direct you to see such and such person for such and such activity. People and tasks change from time to time. So in the event of such changes, the updated links between staff members and duties will be listed on the website.

Department Listservs
The most critical departmental listserv for graduate students is psyc-gradstudents. All graduate students are added to this listserv. This listserv is designed to disseminate announcements and share psychology-related information, so please be sure to read all its messages. Anyone can send information to the listserv directly. However, the messages are moderated and there can be a delay between sending the message and its distribution.
ACADEMICS

Required Program of Study

Required Hours and Expected Completion Time
The Office of Graduate and Professional Studies (OGAPS) requires a minimum of 32 hours for a master’s degree (M.S.) and an additional 64 hours for the Ph.D. The 96-hour total for the doctorate includes hours obtained for research activities (PSYC 691, PSYC 685). A minimum of 64 hours at Texas A&M is required of students who are admitted with a master's degree from another university. The Ph.D. program is designed to be completed in approximately five years, with some variation across students depending on whether they plan to pursue an academic or industry career.

Departmental Requirements
We expect students to be involved in research with their primary mentor as soon as (or before) they begin graduate study. Scientific study is the primary focus of our graduate students, and therefore the bulk of their time and effort is devoted to conducting and disseminating research. Students are encouraged to apply for grants to support their research and training. Students also are encouraged to develop collaborations with multiple faculty members.

Proficiency in methodology and statistics is foundational to graduate study in psychology. All graduate students take PSYC 607 (Experimental Psychology) and PSYC 671 (Experimental Design for Behavioral Scientists) during their first year in the program and attain a minimum grade of B in both courses. These two courses focus on statistics and methodology in psychology. In addition to these required courses, we strongly recommend that each student take additional statistics courses offered by Psychology or another department. A number of departments (Educational Psychology, Statistics) also offer statistics courses that can be electives.

Each area has specific requirements for doctoral students in their program. These are described in CONCENTRATION REQUIREMENTS by area. In addition, all students are required to take two graduate Psychology courses (6 credit hours) outside their area of specialization, identified in collaboration with the advisor. Upon approval by advisor and area faculty, one graduate Psychology course (3 credit hours) can be substituted with one outside-department graduate course (3 credit hours). The purpose of this requirement is to ensure that students acquire depth of knowledge in psychology beyond their specialty area. The department offers a series of survey courses recommended to meet this breadth requirement. Specialty seminars (e.g., PSYC689) offered by faculty outside the student’s program area may also be used to satisfy this departmental requirement. Each program area may require that a student take more than two breadth courses or require specific out-of-area courses. All breadth courses must be completed with a grade of B or higher.
Course Waivers & Transfer of Credits
Students entering the program with courses from a previous graduate program may petition to have class requirements reduced either through course waiver or transfer of credits. However, the decision on class requirement reduction rests jointly with the advisor and the doctoral program area. Please see specific area guidelines for further details.

First Year Graduate Colloquium
A first-year professional development colloquium series (PSYC 691) is required for all entering graduate students. This series provides initial training in teaching introductory psychology (PSYC 107) and laboratory courses in statistics (PSYC 301) and experimental psychology (PSYC 302). Other topics include professional ethics in research, IRB policies and compliance, grant writing for NIH-NRSA and NSF fellowships, and conference oral presentation techniques. The colloquium series also invites department faculty to present overviews of their research programs to the first-year students to broaden their understanding of the variety of research conducted by faculty outside their areas of specialization. The seminar concludes with required student oral presentations on their first-year research projects.

First Year Research Project
First-year students are expected to work closely on research projects with faculty and other graduate students. To facilitate this research involvement, first-year students present the findings from their first-year research project to the department in an annual poster session held in early October of the second year. This research project typically represents a joint collaboration between students and faculty, but does not need to be an independent project designed by students. The poster session presentation in the second year is designed to allow students to demonstrate what they have done and learned during their first year of training. The first-year project presentation is the first in a series of presentations that students will be expected to do during the course of their graduate training. Students are also strongly encouraged to present their first-year projects at area colloquium meetings during either Spring semester of the first year or Fall/Spring term of the second year. These oral research presentations serve to prepare students for giving presentations at professional conferences and job talks, and are viewed as an important component of graduate training as a psychological scientist.

Advisory Committees
The university requires that all doctoral students at Texas A&M are to be guided by faculty advisory committees. The first graduate advisory committee supervises the work leading up to receipt of the M.S. degree, and the second committee supervises the subsequent work that leads to the Ph.D. Students in the Clinical and I-O Psychology programs are required to complete a M.S. degree along the way to the Ph.D. Students in the General Psychology program (all areas of specialization) are not required to complete the M.S. degree and will form only one advisory committee to oversee their Ph.D. work.

The M.S. advisory committee consists of at least three faculty members, with one member selected from a department outside the Psychology Department. All members of the committee must be approved members of the Graduate Faculty by OGAPS. The chair of this committee is the student’s faculty advisor and works more closely with the student than other committee members. The committee chair is expected to advise the student with respect to selection of other committee members. The duties of the committee include approval of the M.S. degree plan, M.S. thesis proposal, M.S. thesis research project, and M.S. thesis defense (i.e., final oral exam).
The Ph.D. advisory committee should be formed the semester following receipt of the M.S. degree for Clinical and I-O students or the third year for all other students. Members of the M.S. committee may also serve on the Ph.D. committee, but it is not necessary for the membership or the chairperson of the two committees to overlap. The total number of persons on the Ph.D. committee must be at least four, with one member selected from a department outside the Psychology Department. All members of the Ph.D. committee must be approved members of the Graduate Faculty by OGAPS. The duties of the Ph.D. committee include approval of the Ph.D. degree plan, administration of the preliminary examination, and approval of the dissertation research proposal, dissertation thesis project, and the dissertation thesis defense (i.e., final oral exam).

Who can serve on an advisory committee? According to OGAPS, any member of the Graduate Faculty at the university. Thus, it is not the case, for example, that Clinical students must have only Clinical faculty on their advisory committees, or similarly, that students in the I-O and General programs must restrict their choices of committee members to faculty members within their areas of specialization. However, it would generally be expected that the chair of the student’s advisory committee would be a faculty member within the specialty area. Other committee members can be selected from within the Psychology Department and/or outside the department within the university.

Students may request a change in the membership of their advisory committee. A petition to request change of committee members may be submitted online using the Document Processing Submission System (DPSS) at: https://ogsdpss.tamu.edu. You can contact the Graduate Advisor if you need further assistance with this procedure.

Degree Plans
All graduate students are required by OGAPS to file a degree plan. The degree plan is the official listing of coursework completed during the degree. It is also the formal declaration of the graduate advisory committee including the committee chair and members. The M.S. degree plan, should be submitted by Clinical and I-O students by the end of the first year of study. The Ph.D. degree plan for Clinical and I-O students should be submitted in the semester following receipt of the M.S. degree. Students in the General program (all areas of specialization) should submit their Ph.D. degree plans to OGAPS by the end (Spring term) of the second year, if possible. All degree plans must be approved by the student’s advisory committee and the Associate Head of Graduate Studies. OGAPS requires that the Ph.D. degree be filed at least 90 days prior to the Preliminary Examination. Please keep in mind that your graduate advisory committee is officially established only after your M.S./Ph.D. degree plans are approved by OGAPS. You should plan for 2-4 weeks as the typically processing time required by OGAPS for approval of degree plans.

A student should submit the degree plan using the online Document Processing Submission System (DPSS) at: https://ogsdpss.tamu.edu. The degree plan may be changed by filing on online petition using the DPSS. Changes in degree plans are common; they are often the rule rather than the exception.

[NOTE. Clinical and I-O students: A form must be submitted to OGAPS immediately upon completion of the M.S. degree stating “intent to pursue PhD.” You will not be permitted to register for the subsequent semester until this form has been processed and approved by OGAPS.]
Recommended Steps in Filing a Degree Plan Once Graduate Advisory Committee Members are Selected:

1) Discuss your plans with the chair of your advisory committee and create degree plan draft using DPSS.
2) Email the Associate Head of Graduate Studies a PDF copy of your proposed degree plan for feedback.
3) The Associate Head of Graduate Studies will verify that all department and university requirements have been met.
4) Once you receive approval from the Associate Head of Graduate Studies, then submit the degree plan using DPSS.
5) The Associate Head of Graduate Studies, committee chair, and all committee members will approve the degree plan via electronic routing.
6) The degree plan will then forward electronically to OGAPS for final processing and approval.
7) OGAPS will notify you (and Associate Head of Graduate Studies) by email when the degree plan has been formally approved.

Annual Evaluation Process
Each program area monitors student progress via an annual review process. The purpose of the review is to help students identify areas of strength and correct areas of weakness. Students will be evaluated based on: (a) course grades and required departmental and university written and oral examinations, (b) development of research skills, (c) performance of graduate assistantship duties, and, where appropriate, (d) performance in teaching, practicum training, and professional internships.

Each student is expected to obtain a grade of B (or higher) in all courses. Grades lower than a B are viewed as substandard performance. Although a single grade of C will not automatically result in termination from the graduate program, it will influence the overall evaluation of the student's progress. [NOTE: If a student is receiving financial assistance and his/her GPA falls below 3.00 for two consecutive semesters, then financial assistance will be terminated.] Financial assistance may also be terminated if students are: (a) not making satisfactory progress toward degree completion, or (b) not making satisfactory progress in research or unsatisfactory performance in practicum assignments, or (c) not doing satisfactory work in connection with graduate assistantships.

Development of research skills is most important. Consequently, each student will be evaluated on the ability to design, conduct, analyze, and publish original research. These skills should develop not only through formal course work (i.e., statistics and methodology courses), but also through apprenticeships in research with faculty members. Evaluation of research skills will be conducted by the faculty within each student’s area of specialization. Students who are not progressing adequately in research will be informed of this concern during the annual review process. Unsatisfactory progress in the development of research skills will result in serious questions about the student’s suitability for continuing graduate studies.

Student evaluations are conducted once per year by each program area. Evaluations are conducted by faculty members within each student's specialty area. Results of the annual evaluation are summarized in a written letter (or standardized evaluation form) and communicated to the student by the primary faculty advisor.
Most students admitted to the graduate program receive financial assistance in the form of an assistantship. There are a variety of duties that accompany the graduate assistantship. It is expected that the student will perform his/her assigned assistantship duties in a competent, professional, and conscientious manner. Failure to do so will result in termination of the assistantship and will influence the evaluation of the student's prospects for continuing in the graduate program.

Development of teaching skills will be a critical factor for students seeking an academic career or professions that involve public speaking and presentations. The department offers two formal courses on teaching Introductory Psychology (PSYC 696, 697). In addition, students completing PSYC 697 are eligible to teach an undergraduate course (e.g., PSYC 107) while enrolled in a teaching supervision practicum seminar (PSYC 697). Students pursuing academic careers are encouraged to enroll in PSYC 696. Students completing this program are eligible for an additional stipend.

Each student in the Clinical Psychology program is required to complete a professional internship as their last year of training (typically the 5th or 6th year). This training is considered essential to the student’s professional development. The student is expected to perform the internship training in a professionally competent and ethically acceptable manner. Each Clinical student will be evaluated on the basis of performance during the internship training. Although this training comes at the end of the student's graduate studies, a negative evaluation of this internship experience may lead to termination from the program without granting the doctoral degree.

**Transfer Among Concentrations**

Students applying for admission to the Department of Psychological and Brain Sciences apply to only one concentration. Upon matriculation, a graduate student becomes affiliated with that concentration. Movement from one concentration to another by a graduate student requires a formal Change of Major Application to the new concentration.

Should a student wish to transfer to another concentration within the department, he or she will be required to follow normal transfer application procedures. Change of Major Applications will be considered along with all other applications for admission into a concentration, and students will be notified on the decision date observed by the concentration. Students accepted will be required to change their status in the degree plan filed with OGAPS. Students not in good academic standing in their current concentration will not be considered for transfer to another concentration, except in rare circumstances handled by the Department Head in consultation with the affected programs.

**Leaves of Absence**

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program. In most cases, a leave of absence is granted for no more than one year. To obtain a leave of absence, the student must write a letter of petition to their area head. Upon approval of the area, the request is forwarded to the Associate Head of Graduate Studies and Department Head, and then to OGAPS.
CONCENTRATION REQUIREMENTS

Clinical Psychology Program Curriculum
The clinical training curriculum reflects the program’s stance that each student should develop a program of coherent educational and training experiences tailored to his or her specific professional goals, in consultation with the research advisor, doctoral advisory committee and, where appropriate, the clinical program faculty. The clinical program strives to provide a structured series of experiences that help students achieve an integrated professional identity. The curriculum integrates methodology, the data base of psychology, and attention to individual clinical cases throughout. Each semester during the first through the fourth years involves course work, research experience under the guidance of a mentor, and clinical exposure.

Every clinical doctoral student is required to complete the core clinical and department curricula to facilitate satisfaction of APA accreditation guidelines and state licensure requirements. All students are expected to develop competence in both research and clinical skills in a manner consistent with the program’s training model. In addition, every student is expected to acquire competence in the assessment and treatment of emotional and behavioral disorders across the lifespan, although the relative balance of emphasis on adult versus child or adolescent clients may vary. In rare cases, students may request limited exemptions from certain non-clinical courses based on graduate coursework at other institutions after consultation with their major advisor, the Director of Training, the instructor of the required course in this department, and the Director of Graduate Studies.

Students are responsible for matching their degree plans with APA accreditation, university, departmental, and clinical program requirements, as well as with their career plans and plans for licensure as a psychologist. Please be advised that, according to the Association of State and Provincial Psychology Boards (ASPPB), if a substantive content area for a given student’s degree transcript is covered in more than a single 3-credit hour course or in a course with a title that is not indicative of that content, supporting documents (e.g., a course syllabus, University course catalog, official course numbers and titles), may be required for licensure or other credentials. For more specific curriculum information, please consult the Clinical Psychology Graduate Handbook (https://psychology.tamu.edu/wp-content/uploads/sites/8/2015/07/Clinical-Psychology-Graduate-Handbook.pdf)

<table>
<thead>
<tr>
<th>Summary of Clinical Program Coursework Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Type</strong></td>
</tr>
<tr>
<td>Statistics and Research Design</td>
</tr>
<tr>
<td>Departmental / Program Breadth Courses</td>
</tr>
<tr>
<td>Psychopathology</td>
</tr>
<tr>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>Clinical Interventions</td>
</tr>
<tr>
<td>Practicum (includes Clinical Interventions Practicum &amp; Psychological Assessment Practicum)</td>
</tr>
<tr>
<td>Research (includes Research, Clinical Research Seminar, &amp; Directed Studies)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Professional Internship (typically NOT on degree plan)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
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</table>
### Clinical Psychology Doctoral Training Program: Typical Curriculum Sequence (Not all courses listed are required)

Revised July 2016

#### First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Sessions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychopathology (PSYC 626)</td>
<td>Intro. to Clinical Ethics &amp; Techniques (PSYC 608)</td>
<td>Department Breadth Course</td>
<td>3</td>
</tr>
<tr>
<td>Assessment 1 (PSYC 623)</td>
<td>Clinical Interventions 1 (PSYC 637)</td>
<td>or Research (PSYC 691)</td>
<td>1 to 6</td>
</tr>
<tr>
<td>Experimental Psychology (PSYC 607)</td>
<td>Exp. Design for Behavioral Scientists (PSYC 671)</td>
<td>or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Research (PSYC 691)—Dr. Samuelson</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Submit M.S. degree plan to OGS: mid-Spring</td>
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<td>6</td>
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</table>

*PSYC 691 = S/U grade; PSYC 685 = letter grade

(10 credits total across combination of SS1, SS2, and/or PSYC 691) = S/U grade; PSYC 685 = letter grade

#### Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Sessions</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Clinical Interventions 2 (PSYC 638)</td>
<td>Assessment 2 (PSYC 624)</td>
<td>Assessment Practicum (PSYC 613)</td>
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<td>Department Breadth Course or Elective</td>
<td>Department Breadth Course or Elective</td>
<td>Intervention Practicum (PSYC 614)</td>
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<tr>
<td>Interventions Practicum (PSYC 614)</td>
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<td>Directed Studies (PSYC 685)</td>
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<tr>
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<td></td>
<td>or Department Breadth Course or Elective</td>
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</tr>
<tr>
<td>Directed Studies (PSYC 685) *</td>
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<tr>
<td>Complete 1st Year Project: early Oct.</td>
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<tr>
<td>Complete Thesis Proposal: Sept. 30th</td>
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<tr>
<td>(or delay seeing Clinic clients)</td>
<td></td>
<td></td>
<td>9</td>
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<td></td>
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<td></td>
<td>10-week Sessions—if receiving full Summer dept. funding</td>
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</tbody>
</table>

*After 32 credits on M.S. degree plan (but before defending Thesis), take only PSYC 685 (which can "roll over" to Ph.D. degree plan) rather than PSYC 691.

#### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Sessions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective or Department Breadth Course</td>
<td>Elective or Department Breadth Course</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>Intervention Practicum (PSYC 614)</td>
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<tr>
<td>Interventions Practicum (PSYC 614)</td>
<td>Interventions Practicum (PSYC 614)</td>
<td>Research (PSYC 691)</td>
<td>1 or 4</td>
</tr>
<tr>
<td>Assessment Practicum (PSYC 613)</td>
<td>Assessment Practicum (PSYC 613)</td>
<td>or Department Breadth Course or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Research (PSYC 691)</td>
<td>Research (PSYC 691)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Submit Ph.D. degree plan to OGS: mid-Feb.</td>
<td></td>
<td>10-week Sessions—if receiving full Summer dept. funding</td>
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<tr>
<td>(or suspend seeing Clinic clients)</td>
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</tr>
<tr>
<td>Complete Thesis Defense: Sept. 30th</td>
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</tr>
<tr>
<td>(or only research hours until completed)</td>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Complete Preliminary Exam: May 31st</td>
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<td>Complete Preliminary Exam: Aug. 31st</td>
<td>(to apply for internship)</td>
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#### Fourth Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Research (PSYC 691) *</td>
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18
<table>
<thead>
<tr>
<th>Elective</th>
<th>3</th>
<th>Interventions Practicum (PSYC 614)</th>
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<th>or Professional Internship (PSYC 684)-zero credit option</th>
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<td>Research (PSYC 691)</td>
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<td>and possibly Research (PSYC 691)</td>
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<tr>
<td>Assessment Practicum (PSYC 613)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research (PSYC 691)</td>
<td>1</td>
<td></td>
<td></td>
<td>Complete Final Exam/Dissertation Defense: May 31st or in June</td>
<td>6 credits total across combination of SS1, SS2, and/or 10-week Sessions—ONLY if receiving full Summer dept.</td>
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<td></td>
<td>9</td>
<td>(strongly preferred)</td>
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<td>funding AND in-residence / on-campus</td>
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### Fifth Year

<table>
<thead>
<tr>
<th></th>
<th>credits</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<td><strong>Spring Semester</strong></td>
<td></td>
<td><strong>Summer Sessions</strong></td>
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</tr>
<tr>
<td>Professional Internship (PSYC 684)-zero credit option</td>
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<td>Professional Internship (PSYC 684)-zero credit option</td>
<td>0</td>
<td>Professional Internship (PSYC 684)-zero credit option</td>
<td>0</td>
</tr>
<tr>
<td>and possibly Research (PSYC 691)</td>
<td>0-1</td>
<td>and possibly Research (PSYC 691)</td>
<td>0-1</td>
<td>and possibly Research (PSYC 691)</td>
<td>0-1</td>
</tr>
</tbody>
</table>
Clinical Program Policy for Registration During Professional Internship Year

The following summarizes clinical faculty-approved changes in the clinical program requirements for PSYC 684 (Professional Internship) and PSYC 691 (Research) during the internship year. These changes became effective for Summer 2016 registration.

- Students register (in the DCT’s course section) for PSYC 684 (Professional Internship) with the zero-credit option per semester of their 12-month clinical internship. For example, this Summer students register in John’s PSYC 684 section for SS1, SS2, or 10-week Session (based on when their internship starts) and then Fall semester, Spring semester, and SS1, SS2, or 10-week Session (based on when their internship ends).

- If their Final Examination/Dissertation Defense is completed and the final edited version of their dissertation is approved by their doctoral chair and committee, students away on internship need not register for PSYC 691 (Research).

- Prior to these events, students away on internship register for 1 credit of PSYC 691 (Research) per semester, which may be in absentia [possibly 4 credits total for 12 months]. The DCT writes a memo to notify OGAPS regarding the full-time status of students during the internship year, although they are registered for 0-credit option of PSYC 684 and/or 1 credit of PSYC 691 per semester. OGAPS requires continuous registration (at least 1 credit per semester) until students graduate.

- Based on TAMU policy, students from out-of-State who no longer are employed by TAMU do not qualify for an out-of-State tuition waiver http://registrar.tamu.edu/general/resguide.aspx. Also, Federal loan programs do not allow waiver of pay-back status unless students are enrolled at a certain number of credits per semester higher than the policies just described.

- Students who have completed their internship, but have not completed their Final Examination/ Dissertation Defense must register for 1 credit of PSYC 691 (Research), which may be in absentia, for each semester they are not actually in residence on campus until their Final Examination/Dissertation Defense is completed.

- Typically, PSYC 684 credits (or PSYC 691 credits during the internship year) have not been included on clinical students’ OPGAPS-approved degree plans, but they may be included based on decisions by students and their doctoral committee chairs and members.

- Students are responsible for being aware of and adhering to all OGAPS policies and requirements regarding registration, degree requirements, and graduation.
Example of PSYC 614 (Interventions) and PSYC 613 (Assessment) Distributed Across Four Years

### First Year

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>credits</th>
<th>Spring Semester</th>
<th>credits</th>
<th>Summer Sessions</th>
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<tbody>
<tr>
<td>PSYC 614</td>
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<td>PSYC 614</td>
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<td>PSYC 613</td>
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<td>PSYC 613</td>
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<td>PSYC 613</td>
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Second Year

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<tr>
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<th>credits</th>
<th>Spring Semester</th>
<th>credits</th>
<th>Summer Sessions</th>
<th>credits</th>
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<tr>
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<td>1</td>
<td>PSYC 614</td>
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<td>1</td>
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<tr>
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<td>PSYC 613</td>
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<td>PSYC 613</td>
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<td>2</td>
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Third Year

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<th></th>
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<th>Spring Semester</th>
<th>credits</th>
<th>Summer Sessions</th>
<th>credits</th>
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<tbody>
<tr>
<td>PSYC 614</td>
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<td>PSYC 614</td>
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<td>PSYC 613</td>
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<td>PSYC 613</td>
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<td>PSYC 613</td>
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Fourth Year

<table>
<thead>
<tr>
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<th>credits</th>
<th>Spring Semester</th>
<th>credits</th>
<th>Summer Sessions</th>
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</thead>
<tbody>
<tr>
<td>PSYC 614</td>
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<td>PSYC 614</td>
<td>1</td>
<td>Professional Internship (PSYC 684)—zero credit option</td>
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</tr>
<tr>
<td>PSYC 613</td>
<td>1</td>
<td>PSYC 613</td>
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<td>and possibly Research (PSYC 691)</td>
<td>0-6</td>
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<td>2</td>
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Fifth Year

<table>
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<tr>
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<th>Fall Semester</th>
<th>credits</th>
<th>Spring Semester</th>
<th>credits</th>
<th>Summer Sessions</th>
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<tr>
<td>Professional Internship (PSYC 684)—zero credit option</td>
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<td>Professional Internship (PSYC 684)—zero credit option</td>
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<td>Professional Internship (PSYC 684)—zero credit option</td>
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</tr>
<tr>
<td>and possibly Research (PSYC 691)</td>
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<td>0-1</td>
<td>and possibly Research (PSYC 691)</td>
<td>0-1</td>
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</table>

Students are required to complete 12 credits of PSYC 614 (Clinical Interventions Practicum) and/or PSYC 613 (Assessment Practicum) on their degree plan before leaving for internship. Typically, 1 credit of PSYC 614 is taken each semester starting the FALL of a student’s second year in the program. Typically, PSYC 613 credits are started SUMMER of a student’s second year in the program, after completing Assessment 2 (PSYC 624). It is acceptable for a student to take only PSYC 613 credit and no PSYC 614 credit in a given semester if training includes only Assessment Practicum and no therapy/interventions cases are active on a student’s caseload (and vice versa). At least 5 of the 12 required credits must include both PSYC 614 and PSYC 613 (e.g., 7 credits PSYC 614 and 5 credits PSYC 613; or 5 credits PSYC 614 and 7 credits PSYC 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).
Industrial/Organizational Psychology Program Curriculum

96 hours required for the Ph.D.
64 hours required for the Ph.D. if you have already earned a Master’s degree (32 hours of credit)

The Ph.D. should be completed in approximately 5 years. In order to do this, we recommend:
1. Defend the master’s thesis by the end of the 2nd year
2. Take comprehensive exams by the end of the 3rd year
3. Complete and defend the dissertation by the end of the 5th year

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>6 Hours Psychology Core</td>
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<tr>
<td>PSYC 603: Motivation/Cognition</td>
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<tr>
<td>PSYC 615: Perception</td>
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<tr>
<td>PSYC 619: History and Systems of Psychology</td>
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<tr>
<td>PSYC 609: Physiological</td>
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<tr>
<td>PSYC 606: Learning</td>
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<tr>
<td>PSYC 626: Psychopathology</td>
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<tr>
<td>PSYC 634: Developmental</td>
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<tr>
<td>PSYC 620: Social</td>
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12 Hours Research Methods

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<tr>
<td>PSYC 607: Experimental Psychology</td>
<td>3 Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 671: Experimental Design for Behavioral Sciences</td>
<td>3 Spring 1st yr</td>
</tr>
<tr>
<td>PSYC 673: Psychometric Theory &amp; Methods</td>
<td>3 Fall 2nd yr</td>
</tr>
<tr>
<td>PSYC 672: Factor Analysis (or)</td>
<td>3 Spring 2nd yr</td>
</tr>
<tr>
<td>PSYC 674: Covariance Structure Models and Causal Analysis</td>
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18 Hours I/O Program Requirements

<table>
<thead>
<tr>
<th>Hours</th>
<th>Semester Completed</th>
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<tbody>
<tr>
<td>*PSYC 610: Organizational Psychology</td>
<td>3 Fall 1st yr or Fall 2nd yr</td>
</tr>
<tr>
<td>*PSYC 611: Personnel Psychology</td>
<td>3 Fall 1st yr or Fall 2nd yr</td>
</tr>
<tr>
<td>**PSYC 680: Seminar in Organizational Psychology (e.g., organizational commitment, team performance; occupational health psychology, workplace abuse and mistreatment, stigmatized social identities in the workplace)</td>
<td>6 Spring 1st yr and/or Spring 2nd yr</td>
</tr>
<tr>
<td>**PSYC 682: Seminar in Personnel Psychology (e.g., criteria, performance appraisal/management, advanced personnel selection and placement, training and development in organizations, individual differences)</td>
<td>6 Spring 1st yr and/or Spring 2nd yr</td>
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6 Hours Electives from Other Departments

<table>
<thead>
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<th>Hours</th>
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<tbody>
<tr>
<td>EPSY 625: Test Construction</td>
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<td>INEN 611: Arbitration Procedures in Work Practices</td>
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<tr>
<td>INEN 632: Human Factors Engineering in System Design</td>
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<tr>
<td>MGMT 624: Human Resource Management</td>
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<tr>
<td>MGMT 634: Seminar in Organizational Behavior</td>
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<td>Course</td>
<td>Hours</td>
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<tr>
<td>MGMT 636: Seminar in Organizational Theory</td>
<td>6</td>
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<tr>
<td>MGMT 689: Special Topics (e.g., Work Motivation)</td>
<td></td>
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<tr>
<td>SOCI 608: Social Organization</td>
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<tr>
<td>SOCI 635: Sociology of Complex Organizations</td>
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<tr>
<td>STAT 608: Least Squares &amp; Regression</td>
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<tr>
<td>STAT 636: Methods in Multivariate Analysis</td>
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<tr>
<td>STAT 651: Statistics in Research I</td>
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<tr>
<td>STAT 652: Statistics in Research II</td>
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<tr>
<td>6 Hours Master’s Thesis</td>
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<tr>
<td>PSYC 691: Research</td>
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<tr>
<td>12 Hours Doctoral Dissertation</td>
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<tr>
<td>PSYC 691: Research</td>
<td>12</td>
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<tr>
<td>36 Hours Electives</td>
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<tr>
<td>**PSYC 691: First Year Doctoral Colloquium</td>
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</tr>
<tr>
<td>PSYC 689: Special Topics (e.g., Psychology of Stereotyping, Prejudice, and Discrimination)</td>
<td>35</td>
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<tr>
<td>Electives/Research</td>
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</tbody>
</table>

*These courses are required of all students regardless of previous education. PSYC 607 and 671 are also strongly encouraged regardless of previous education.

**Note.** The semester in which courses are offered are subject to change. There are no guarantees that these courses will be offered as depicted.
General Psychology Program Curriculum

The General Psychology program requires a minimum of 96 graduate credit hours. Core courses, statistics courses, and courses taken in the Department of Psychological and Brain Sciences that apply toward the requirements for the area concentration, can be counted toward the 30 hour minimum required formal course work. Within the General Psychology program, students will concentrate within one area of specialization, as described below.

Behavioral & Cellular Neuroscience (BCN) Program Curriculum:

BCN Area Requirements:
- PSYC 606 – Learning (1st yr.)
- PSYC 609 – Physiological (1st yr.)

Statistics Requirements:
- PSYC 607 – Experimental Psychology (1st yr.)
- PYSC 671 – Experimental Design for Behavioral Scientists (1st yr.)

Breadth Requirements in Psychology*: (select two):
- PSYC 603 – Motivation and Cognitive Processes
- PSYC 615 – Perceptual Processes
- PSYC 620 – Social
- PSYC 622 – Emotions: Neuroscience, Cognitive and Social Approaches
- PSYC 630 – Health Psychology and Behavioral Medicine
- PSYC 634 – Principles of Human Development
- PSYC 650 – Clinical Psychopharmacology
- PSYC 689 – Special Topics in …

*Other courses may be used with the permission of the student’s PhD advisory committee.

Advanced Topics in Behavioral Neuroscience:
- PSYC 635 – Behavioral and Cellular Research Seminar
- PSYC 649 – Seminary in Behavioral Neuroscience

Note: PSYC 635 and 649 may be taken multiple times

Neuroscience/Non-Psychology Coursework* (12+ hours):
- NRSC 601 – Principles of Neuroscience I
  (recommended; 2nd yr.)
- NRSC 602 – Principle of Neuroscience II
  (recommended; 2nd yr.)
- NRSC 603 – Neuroanatomy
- NRSC 604 – Biomedical Neuroendocrinology and Endocrine Disorders
- NRSC 605 – Neuroanatomical Systems
- NRSC 611 – Molecular Biology of Differentiation and Development
- NRSC 616 – Advanced Developmental Neurotoxicology
NRSC 621 – Functional Neuroanatomy
NRSC 633 – Neuropsychopharmacology
NRSC 634 – Comparative Neurobiology
NRSC 635 – Biological Clocks
NRSC 636 – Signaling in Behavior and Development
NRSC 640 – Neurobiology
NRSC 641 – Principles of Neuropsychology
NRSC 644 – Neural Development
NRSC 681 – Seminar
NRSC 698 – Behavior, Genes, and Evolution

*Other courses may be used with the permission of the Student’s Advisory Committee.

Research Hours: PSYC 685/691
Cognition & Cognitive Neuroscience (CCN) Program Curriculum:

Course Requirements:

Students are required to take 9 credit hours of classes per semester.

Students are required to take the following courses:

- Two statistics courses (PSYC 607, 671; 6 hours)
- Six cognitive psychology/cognitive neuroscience courses (PSYC 603-Motivation and Cognitive Processes, plus five other classes such as the ones listed below; 18 hours)
- Two PSYC courses outside of CCN (6 hours) in another area of psychology – departmental breadth requirement
- Professional Seminar in Cognition and Cognitive Neuroscience** (PSYC 690 “Cognoscenti”, 2 hours)
- PSYC 691 seminar (1 hour; first semester of Year 1)

** Students are required to give 1 oral presentation each year in Professional Seminar (PSYC 690).

As part of the required 6 CCN psychology courses, it is strongly recommended that PSYC 603 be taken in the first semester of Year 1.

List of Cognition and Cognitive Neuroscience Courses Regularly taught (additional courses may be taken with the permission of the student’s advisor):

PSYC 603 (Motivation and Cognitive Processes/Cognitive Psychology)
PSYC 615 (Perceptual Processes)
PSYC 634 (Principles of Human Development)
PSYC 636 (Cognitive Development)
PSYC 689s (on topics such as Decision Making, Psycholinguistics, Memory, Knowledge, Aging and Cognition, Attention, fMRI data analysis, and Motor Control)
Social & Personality Program Curriculum

The primary goal of our program is to assist in developing graduate students into productive, independent researchers who are likely to obtain post-doctoral positions or research-oriented faculty positions following graduation. The graduate program is designed to promote the progress of students as researchers in social and personality psychology, while maintaining sufficient flexibility to permit interdisciplinary and/or specialized training.

In graduate training, students are expected to (1) become actively involved in research; (2) complete program requirements; and (3) develop professionally.

Active Involvement in Research

The core objective of the doctoral program is to train students as scientists. Students are expected to become actively involved in research with their primary mentor as soon as (or before) they begin graduate study. Scientific study is considered to be graduate students’ primary focus, and therefore the bulk of time and effort throughout the year, including summers and winter break, should be devoted to conducting and disseminating research. Actively participating in research also means that graduate students are involved in the daily activities of their laboratory, including training and monitoring undergraduate students, designing studies, and any other activities that support the research functions of their lab.

Writing is one of the most difficult skills to learn, and critical to graduate study and obtaining academic jobs. Writing is best learned through an iterative process that involves feedback, and therefore students are also strongly encouraged to work with their advisor to begin writing up findings and ideas as soon as possible after starting the graduate program. Students are also expected to actively pursue opportunities to improve their writing productivity and skills (e.g., through university sponsored workshops, professional development series).

Students are encouraged to develop collaborations with multiple faculty members and other graduate students. This might mean attending lab meetings in the labs of other faculty or requesting meetings with other faculty to discuss research ideas. Students pursuing collaborations are expected to be the driving force in these projects and should actively reach out to faculty and other students to develop research ideas and studies.

Students are encouraged to apply for grants to support their research and training. Grant applications can be submitted to the National Institutes of Health, the National Science Foundation, and other places.

Program Requirements and Timelines

Courses

Students are required to take 9 credit hours per semester, and are required to successfully complete the following courses:

Two department-level statistics courses (6 credits)
Six social psychology courses (18 credits; Theories of Social Psych, Advanced Methods in Social Psychology; plus at least four other classes)
Professional Seminar in Social Psychology (i.e., “brown bag”, 2 credits)
Grad student seminar (1 credit in the first semester of Year 1)  
Two psychology courses outside of social (6 credits)  
With approval from the area, one of these courses can be taken in a department other than Psychological and Brain Sciences. To pursue this option, students must provide their advisers with a written rationale for why the outside department course should be part of their degree plan. The adviser will share that rationale with the area faculty, who will then vote to approve or deny the request. A 2/3 majority vote is needed to approve an outside department course for this requirement.

Students must discuss their class selections with their primary advisor each semester. This will aid students in selecting classes that are best suited for their career goals. The advisor may adjust these requirements (e.g., to ensure that the student registers for the appropriate number of total credits) and may require that the student take additional classes beyond the requirements outlined here. The following is an example schedule of courses that would fulfill the requirements (due to faculty teaching schedules, students may need to modify this schedule in order to take social or out-of-area classes that coincide with their interests).

Sample schedule/timeline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>
| **Fall** | 1) PSYC620 - Theories of Social Psy  
2) PSYC607 – Experimental Psych  
3) Grad student seminar (1)  
4) PSYC670 - Professional Seminar (2) | 1) Advanced Methods in Social Psychology*  
2) Social psych course (3) Research | 1) Out-of-area course (3) Research | Research |
| **Spring** | 1) Social psych course (3)  
2) PSYC671 - Exp Design Behav Scien  
3) PSYC670 - Professional Seminar (2)  
4) Research (1) | 1) Social psych course (3)  
2) Social psych course (3) Research | 1) Out-of-area course (3) Research | Research |

*It is recommended that Advanced Methods in Social Psychology be taken as soon as possible.

Social area courses include: Personality, Emotions/Affective Science, The Self, Cultural Psychology, Stereotypes & Prejudice, Self-Regulation, and Judgment and Decision Making. Additional courses might be offered as PSYC621s or PSYC689s based on faculty expertise and student interest.
In the above example schedule of courses, “Research” is taken as PSYC 685 or 691. Prior to the third year, students may take only 8 credits of PSYC 691. Students can also register for the Professional Seminar in years 2-5 as needed. Students might also register for the department-level PSYC697 Teaching of Psychology.

At 9 hours per semester and 10 semesters, students will have 90 credit hours. Students should also register for some research hours in summer in order to fulfill the 96-hour PhD requirement. (Registration in summer is required for students obtaining summer funding.) For the PhD, 96 hours are needed. Many of these credits will be completed in research.

Students entering the program with a Master’s degree may petition to have the class requirements reduced. However, the decision on class requirement reduction rests jointly with the advisor and the psychology department graduate coordinator.

**Other Program Requirements**

**Failure to meet these requirements by the deadlines is grounds for being put on probationary status, which is the first step of losing good standing in the program. A loss of good standing results in a loss of departmental funding.**

** Students are required to regularly attend Professional Seminar (i.e. “brownbag”) every semester. They are also required to give one oral presentation each year in Professional Seminar.

First Year:
- Students are required to meet with all social area faculty during their first semester, to learn about their research interests and projects. These meetings might foster additional collaborations, depending on the interests of the faculty member and the student.
- First-Year Project: Students are required by the Department to conduct a first year project, under the guidance of their primary advisor.
- Before beginning their second year of study (i.e., by the first day of Fall classes during their second year), students are required to write their first-year project in journal article form. Within one month of completing the paper, the student should set a meeting for discussion of faculty feedback on the paper. This meeting should include the student’s advisor and the two other faculty members from the area. This, along with a committee meeting and other formalities required by Office of Graduate Studies, could serve as the basis for a terminal Master’s when needed.
- First-year students with strong academic records are also encouraged to submit NSF fellowship applications during their first semester in the program. Students are required to work closely with their mentors to prepare their first-year projects for publication.

Second Year:
- Students present the findings of their first-year project at a department-wide poster presentation.
Third Year:
- Students are required to successfully defend a major area paper (MAP) by April 15th of their third year.
- Students should work with their primary advisor to identify a written scholarly product to fulfill the MAP requirement that fits with their unique training goals. Options include, but are not limited to, an empirical manuscript, a meta-analysis, a theoretical review paper, a grant application, or an expanded foundation for dissertation research (e.g., an introduction and outline to a series of programmatic studies). In all cases, the document must be primarily written by the student and should represent growth from the first year project.
- In consultation with the primary advisor, the student will select two additional faculty members to form a three-person Guidance Committee (GC). The GC may include 1 faculty member who is not primarily affiliated with the Social Area if deemed appropriate by the primary advisor. If the student or advisor chooses to do so, a proposal meeting can be held to discuss the nature of the project at some earlier point in the student’s training, but a proposal meeting is not required.
- A defense meeting must be scheduled with GC members to be held prior to the April 15th deadline. The GC will review the written product prior to this meeting and the student will provide an oral defense of the project at the meeting.
- At the end of the defense, the student will be excused so the GC can evaluate the project and reach a summary decision. There are three outcomes of the defense - Approve, Revise, or Reject. In some cases, the GC will outline steps for remediation when the final product is judged unacceptable. This outcome is expected to be very rare and should prompt the student to strongly evaluate any decision to continue to pursue a PhD degree at Texas A & M University.

Fourth and Fifth Year:
- For the PhD, the student must, in discussion with the primary advisor, form a committee of four faculty members (one member of the four must be from outside the department).
- A proposal meeting should occur by the end of the Spring semester of the fourth year (but could also occur earlier to fit individual training goals). Per department policy (effective for students admitted Fall 2018 and after), failure to propose by the end of the fourth year results in a loss of a departmental funding in the fifth year. This meeting will be used to satisfy University and Department requirements that students complete a written and oral preliminary exam. Students should be prepared for general questions, based on their previous course work and academic experiences, and questions more specific to their proposed research project.
- A final defense meeting should occur during the Spring of the fourth or fifth year.
- Students should be mindful of OGAPS deadlines and timelines regarding preliminary exams and dissertation defenses; see http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements and http://ogaps.tamu.edu/Buttons/Calendars.

Professional Development

Professional development requires becoming familiar with researchers and research being conducted in the department and in social/personality psychology. This can be accomplished by following the below recommendations.
• **Professional memberships.** Students are encouraged to join the Society for Personality and Social Psychology, as well as any societies relevant to their particular area of interest (often organizations to which your primary advisor belongs). As part of membership, students are also expected to keep up to date with society business and discussions, typically through listservs moderated by the society. Students are also expected to be familiar with the recent research reported in journals, by reading the top journals each month (e.g., *Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin*).

• **Conferences & other talks.** Students should attend one or more professional conventions each year (e.g., Society for Personality and Social Psychology). At conferences, students will learn of current research before it appears in journals. They will also have the opportunity to meet colleagues from other universities. Students are expected to give oral and poster presentations at these conferences. Students are also expected to attend weekly brownbag presentations in the social area, all talks in the department or university by social/personality psychologists from other universities, and student meetings related to social/personality psychology or with visiting social psychologists.

• **Preparing for job market expectations.** Early in their graduate training, students are strongly encouraged to identify the current expectations in the job market for their area. They should review vitas of current and recent applicants for academic positions to identify the quantity and quality of publications that are considered competitive for the current job market. Students should also work to create their own vita as soon as possible after beginning the program and update it regularly. Students should also seek out and attend department-level and university-level training opportunities related to professional development.

**Progress Reports**

To provide structure and accountability, all students are required to submit the following to their advisor by April 15 of each year: an updated vita, an updated program requirement progress report (see below), an updated course requirement progress report (see below), and a statement outlining their research accomplishments, academic progress (GPA, degree plan), and their goals for the coming year (students should ask their primary advisor about preferred format). These materials will provide the basis for the student's annual evaluation letter, which will be written by the student's advisor in consultation with the two additional faculty members selected by the student, with additional input provided by the social area faculty.

During the first year, the faculty in the social program will review each student after each semester and provide written feedback indicating the student’s progress in the program (i.e., satisfactory vs. unsatisfactory). In all years, the faculty will review each student after the Spring semester. Satisfactory progress will be evaluated based on research productivity, grades, teaching, and fulfilling professional obligations. Students will receive the yearly evaluation letter on or before May 31, and first year students will receive their initial evaluation letter on or before December 31.

If a student is making unsatisfactory progress, the faculty will request specific actions that need to be taken by the student in order to make satisfactory progress and maintain good
standing in the program. A student whose review indicates unsatisfactory progress will be on probation for one semester, during which s/he is expected to remedy the problems noted by the faculty. Lack of satisfactory progress after one semester of probation results in a loss of good standing in the program, which results in loss of access to departmental resources (i.e., Teaching Assistantships, Diversity or Merit Fellowships) and/or a recommendation of removal from the program.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Year</th>
<th>Date completed</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Meet with all social area faculty</td>
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<tr>
<td>First year brownbag presentation</td>
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<tr>
<td>Complete first year paper and hold discussion meeting with advisor and 2</td>
<td>1</td>
<td></td>
<td>Paper be done by first day of classes of second year; meeting to be held within one month of completing paper</td>
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<td>other faculty from area</td>
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<td>Present at second year poster session</td>
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<td>Second year brownbag presentation</td>
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<td>Defend MAP</td>
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<td>By April 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Third year brownbag presentation</td>
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<td>Form dissertation committee</td>
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<td>Fourth year brownbag presentation</td>
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<td>Dissertation proposal meeting</td>
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<td></td>
<td>Must be completed by end of spring semester for 5&lt;sup&gt;th&lt;/sup&gt; year funding</td>
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<tr>
<td>Fifth Year brownbag presentation</td>
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<td>Defend dissertation</td>
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<tr>
<td>PSYC 620: Theories of Social Psychology</td>
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<td>First Year Grad Seminar (1 credit)</td>
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<td>PSYC 607: Experimental Psych (Statistics)</td>
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<td>PSYC 671: Experimental Design for Behavioral Science (Statistics)</td>
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<td>Advanced Research Methods in Social Psychology</td>
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<td>Social Psych Elective 1</td>
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<td>Social Psych Elective 2</td>
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<td>Social Psych Elective 4</td>
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<tr>
<td>Professional Seminar in Social Psychology (brownbag; 2 credits)</td>
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<td>Outside Area Course 1</td>
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<td>Outside Area Course 2*</td>
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*With approval from the area, one outside area course can be taken from a department other than Psychological and Brain Sciences

Note that these required courses will not be enough to fulfill the 96 hour PhD requirement – these are only the courses required in our curriculum document.
TEACHING DEVELOPMENT AND MENTORING
Teaching experience is not a departmental requirement. Teaching experience for students planning academic careers is strongly recommended. To serve as the primary instructor for a course, students must be in good standing, and have expertise in the subject matter to be taught.

TA Training
All new GATs and GALs are required to take a mandatory training course provided by the Center for Teaching Excellence at Texas A&M University prior to teaching. Additionally, all GATs and GALs (new, returning, and transferring) are required to participate in a departmental training their first year. You receive information about this training from the Associate Head of Graduate Studies.

Instructor Training
We have implemented a training sequence for graduate students in pedagogical practices, as well as to provide structured support and supervision as you begin primary instructing. The sequence consists of two courses focused on both general pedagogy (PSYC 696) and how students can create their own high-impact Introduction to Psychology course (PSYC 697).

PSYC 696. PSYC 696 is a seminar that provides pedagogical training for graduate students. In this course, you learn how to use active learning, written assignments, technology, and real-world applications in your classes. Additionally, you hear from external speakers from across the campus, highlighting the wealth of resources, skills, and methodologies that are available to you. You complete classroom observations and micro-teaching demonstrations to further develop and reflect on your teaching style. Importantly, this course helps graduate students develop their own teacher toolkit that they can use throughout their career, regardless of what course they are teaching.

PSYC 697. PSYC 697 is a course tailored to students concurrently teaching an Introduction to Psychology course. Essentially, this is a mentoring course in which students develop skills and materials needed to teach a high-impact interactive class that also satisfies the CORE curriculum requirements. This course is focused entirely on providing and helping students develop the materials for their introductory course, including things like: writing a syllabus, developing lectures, in-class activities (active learning, clips, in-class experiments, etc.), creating exam materials, and satisfying the core curriculum requirements for the course. It is a place to get support, mentoring and clarification as students teach their own course. This sequence provides much needed teaching support that lessens the amount of time new graduate instructors invest in developing a course, without overburdening research advisors.

Other Training Opportunities
Opportunities for enhancing teaching skills are available through the Center for Teaching Excellence (TAMU CTE: https://cte.tamu.edu/).
PROFESSIONAL CONDUCT

Professional conduct is often a sensitive issue in academic departments, and many people prefer not to discuss it. As a result, it is often only addressed after a serious problem has developed. To avoid such problems, it is important that everyone be aware of what is and is not acceptable professional behavior by members of the Department of Psychological and Brain Sciences. The TAMU Student Code of Conduct is at this link https://urc.tamu.edu/compliance/code-of-conduct/. Just remember that this includes online behavior as well as face-to-face behavior.

Three categories of behavior are particularly relevant: harassment of individuals, inappropriate relationships between instructors or research supervisors and students, and academic dishonesty.

Harassment

According to the University, “Sexual harassment is a form of sex discrimination. Unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that it explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work or educational environment. Sexual harassment includes sexual violence, sexual assault, non-consensual sexual contact, sexual exploitation, sex-based dating violence, domestic violence, and stalking.

According to Katz and Vieland (1988), sexual harassment is a violation of Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. More recently, there have been some legal decisions that suggest that an educational institution and even its employees might have financial liability if its employees are found guilty of sexual harassment.

The Department Psychological and Brain Sciences will not tolerate sexual harassment by any person associated with the department directed at any member of our community, be it faculty, students, or staff members. Formal complaints alleging sexual harassment will be investigated and adjudicated through the disciplinary mechanisms provided by the department and the university.

Other Forms of Harassment:

As psychologists, we are expected to understand and appreciate diversity and individual differences. Indeed, this is one of the criteria that are considered in accreditation of doctoral programs in clinical psychology and part of the ethics code of the American Psychological Association. Therefore, the Department of Psychological and Brain Sciences will not tolerate harassment of or discrimination against any individual because of his or her age, gender, sexual orientation, disability, language, or socioeconomic status by any person who is acting in a role assigned to him or her by the department.
Inappropriate Relationship between an Instructor or Research Supervisor and a Student

A second concern involves dual roles, a type of conflict of interest. A dual role exists when people simultaneously are involved in a personal or romantic relationship and also a professional relationship in which one party directly or indirectly supervises, directs, or evaluates the professional and/or educational activities of the other. The APA code of ethics specifically prohibits these “multiple relationships” (see http://www.apa.org/ethics/index.aspx). Participants should terminate either the personal or professional aspect of their relationship. People who are unable or unwilling to do this will be at considerable professional risk. Further, even if the relationship is terminated, the potential for negative consequences for the participants remains.

Graduate teaching assistants and graduate students who supervise undergraduate research assistants need to be especially sensitive to this issue. Innocent behavior toward a student that could be interpreted as a conflict of interest could have very negative implications for the graduate student. Try to avoid even the appearance of a conflict of interest with a student.

Procedures for Filing a Grievance

All members of the University community are expected to observe high standards of professional conduct and ethical behavior in education and in the supervision of student research and teaching. In a large and heterogeneous scholarly community, however, problems may arise.

Informal Procedures: The department strongly encourages all students who believe they have a grievance to pursue informal resolution before initiating a formal grievance. If deemed reasonable by the grievant, a student in Psychological and Brain Sciences is encouraged to discuss the issue with the faculty or staff member with whom the problem has arisen. If a satisfactory solution is not forthcoming or if a discussion with the other party is not reasonable given the situation, the student should use all appropriate avenues, including, but not limited to, discussing the issue with his or her advisor, his or her Area Director, the graduate student representatives to the areas, the Associate Head of Graduate Studies, the Associate Head, or Head of the department, who shall attempt to find a resolution acceptable to all parties. The student may also consult with Graduate Studies, Undergraduate Studies, the International Affairs Center, or other sources.

Formal Procedures: Students can initiate formal grievances and appeals through the Office of Graduate and Professional Studies. See this link (http://ogaps.tamu.edu/new-current-students/student-grievances-and-appeals-procedures) for details on these processes.

The Ombudsperson for Graduate Education (http://ogaps.tamu.edu/New-Current-Students/Ombudsperson) represents a valuable resource for questions regarding grievances and appeals. The ombudsperson advocates for the processes of graduate education and provides equal, open access to all parties - students, faculty, staff, and administrators.

Note that the range of issues that can be brought to the attention of ombudspersons is not limited to sexual harassment. They can be approached with any complaint and concern ranging from issues related to actions taken by the Chair, through students concerns about their relations with their faculty mentors. Issues of academic integrity and ethics can also be bounced off the ombudspersons before they become formal complaints.
FUNDING OPPORTUNITIES

Financing Your Graduate Education At Texas A&M

Educational expenses for nine months will vary according to your personal needs and course of study. Scholarships & Financial Aid provides an estimated budget for new graduate students (including tuition and fees, books, supplies, transportation, room and board, incidental and living expenses). For the latest and detailed tuition and fee information, please refer to Student Business Services.

Graduate Assistantships

There are three types of graduate assistantships available in the Department of Psychological and Brain Sciences. Initial offer letters to graduate students contain information about the financial support from the department, including the type of support, the number of years the support is available, and any other factors related to financial support. In order to obtain continuing support, the student must maintain a reasonable standard of performance in the program (with a GPR of 3.0 or above), adequately fulfill his or her assistantship duties, and demonstrate satisfactory progress toward completion of degree requirements.

Graduate students holding assistantships must be registered for a minimum of nine credit hours during a fall or spring semester, or for six credit hours during the summer. Assistantships terminate upon failure to maintain the minimum enrollment requirement. Students serving in these roles are eligible for insurance benefits and in some cases may pay tuition and fees at the in-state rate. Graduate Assistants cannot be employed greater than 50% effort (20 hours per week) by any one, including outside the department, without approval from the Department of Psychological and Brain Sciences, the student’s advisory chair, and the Office of Graduate and Professional Studies.

If the University pays you, you are an employee of the State of Texas. You are bound by state law and university business and ethics policies. All state employees are required to complete Human Resources trainings. A listing of your assigned training course can be found under the Trainraq tab at sso.tamu.edu.

Should any problems or difficulties arise in carrying out an assistantship, the student should consult with his or her assistantship supervisor (e.g. course instructor, research supervisor, etc.). Acceptance of an assistantship implies a professional commitment, and assistantship duties must be carried out regardless of demands of coursework and other educational or personal responsibilities. Should a problem arise such that the student is unable to complete these duties, he or she should notify his or her advisor and the Graduate Advisor as quickly as possible, and then should make every effort to continue in that assistantship until a replacement can be arranged.

Responsibilities of a Graduate Assistant

• You are an employee of the State of Texas (and a student who is expected to spend the rest of your time is focused on research activities within your lab).
• You must register full-time before classes begin to work
• Vacations consist of university holidays, not academic breaks. This means that you may have to perform job duties on days when the university is open, but classes are not in session (e.g. reading days which typically occur around holidays and exams). You should check the university academic calendar for official university holidays. Please note that there are several US holidays in which the University is still open, e.g. Labor Day and Good Friday.
Payroll as a Graduate Assistant
Processing payroll paperwork takes time, especially at the beginning of a semester when hundreds of new employees are being added. Your new employee paperwork must be processed before September 1 (January 16) for Fall (Spring) to avoid delaying your paycheck. Like all TAMU employees, Graduate Assistants are paid for work already performed. For new Fall semester students, if you are added to payroll in time, you will receive your first paycheck around October 1. This means you should arrive in College Station with enough funds to move in, pay any balance on your student bill, and pay your expenses for at least one month.

Graduate Assistant Teaching (GAT) – Teaching Assistantships in the Department of Psychological and Brain Sciences sometimes involve assisting a professor in a course that he or she teaches; in other cases (as in PSYC 301 or 302) they involve teaching a laboratory section; and in still other cases they may involve teaching an actual course. The GAT funds a student’s stipend and tuition up to 9 credit hours during the academic year. GAT’s are responsible for covering the cost of their own fees, however, some graduate advisors may elect to pay the GAT’s fees from another source.

Graduate Assistant Research (GAR) – Research Assistants are paid to complete research under a specific Principle Investigator (PI). The PI typically is the student’s faculty advisor, but may be another faculty member. Research assistantships typically involve assisting a faculty member in his or her own research. The student’s stipend and tuition are typically covered, and the PI may choose to pay fees.

Graduate Assistant Non-Teaching (GANT) - The student will typically work 20 hours per week completing various non-teaching duties within the department (this designation is rarely used in our department).

Graduate Student Health Insurance
All students holding graduate assistantships will be eligible for health insurance beginning 60-days after employment. The university will cover a portion of the monthly premium, with the employee being responsible for the remaining amount. Students who begin receiving health insurance before the 60-day waiting period will be responsible for the entire monthly premium until the waiting period ends.

Non-Resident Tuition Waivers
A student may qualify for a non-resident tuition waiver if they meet one of the following criteria:
• are employed as a Graduate Assistant (GAT, GAL, GAR) and enrolled full time
• receive a competitively awarded university, college, or departmental scholarship of $1,000 or greater

Other Funding Opportunities
The Office of Graduate and Professional Studies maintains a detailed list of TAMU and external funding opportunities for new and current graduate students including information on fellowships, scholarships, financial aid, and awards.
**Student Loans**: Texas A&M University administers several loan funds for students who need financial assistance. Students must meet the eligibility requirements of the various programs, be in good standing with the University, and be making satisfactory academic progress. Holding a fellowship or assistantship does not necessarily disqualify one from obtaining an educational loan. Changing fellowships or assistantships may effect the terms of existing loans. It is the responsibility of the student to work with the Financial Aid Office in these circumstances. Information concerning student financial aid programs may be obtained from:

Student Financial Aid Office  
Texas A&M University  
College Station, TX 77843  
Telephone: 979-845-3236

**Research and Travel Awards**
One of the challenges graduate students may face is finding the financial resources necessary for the completion of the research projects they will carry out in their years here at TAMU. Luckily, there are a number of ways to obtain financial support for graduate students who are conducting research. Listed below are sources of financial support for which you may apply. If you are eligible, it is strongly recommended that you apply well before the cut-off date so that you will be eligible for available funding. Funding opportunities will be announced throughout the year via the department email system.

**Professional Development Support Award**
The Department of Psychological and Brain Sciences receives funds from the College of Liberal Arts to support strategic programs for graduate students. The bulk of these funds are used to support professional development opportunities for students. These can include, but are not limited to, attending short courses during the summer or between long semesters at another institution (e.g., ICPSR Summer Methods Program), intensive language courses to develop research skills, and other similar activities. Dissertation related research travel and travel to conferences to present papers cannot be supported with these funds. Graduate students are eligible to apply for this award at any time during their academic program. Students who have already received an award can reapply for support for new activities.

**Graduate Student Summer Research Awards**
The purpose of this fund is to encourage and support students to conduct high quality research during the summer months. The program is designed to provide 3 months of summer support for students to write an application for fellowship support. Students must be in good academic standing in a department PhD program to apply.

**OGAPS Dissertation Fellowships**
The Texas A&M University Office of Graduate and Professional Studies offers a Dissertation Fellowship to support students in the dissertation phase of their degree program during the 2018-2019 academic year. This fellowship is intended to support doctoral students in the final analysis of the research topic and the final writing of the dissertation, and will be awarded to 10 students in the fall and 5 students in the spring who will graduate by August 2019 and December 2019, respectively. *This fellowship is NOT intended to finance data*
collection or the completion of doctoral coursework. Priority goes to doctoral students whose primary financial support for 2017-18 is NOT related to their research (e.g. GANT, GAL, GAT, Self-funded). Students who have funding related to their dissertation research will be least likely to receive this fellowship. Students who anticipate graduating by December 2018 will be least likely to receive this fellowship.

In addition to meeting the stated criteria of eligibility, applicants for the 2018-2019 Dissertation Fellowship awards must be students currently enrolled in the colleges or interdisciplinary programs of Agriculture and Life Sciences, Agribusiness and Managerial Economics, Architecture, Marine Biology at TAMU – College Station, Mays Business School, Molecular and Environmental Plant Sciences, Education and Human Development, College of Engineering, Genetics, Geosciences, Liberal Arts, Neuroscience, Science, Toxicology, Water Management and Hydrological Science, or Veterinary Medicine and Biomedical Sciences.

Graduate Student Travel Awards
The Psychological and Brain Sciences Department Graduate Student Travel Fund was developed to assist students in the dissemination of their work at relevant professional conferences. Students who are enrolled in department PhD program, and who are in good standing may apply. To be eligible, students must be scheduled to present (e.g., talk, a poster) at a National or International conference in their academic area. Funds are not available for local or regional meetings.

Area Specific Funding
There may also be area specific funding opportunities. Be sure to check with your advisor and specific area for details.

LIBRARY FACILITIES
There are four libraries that are important to graduate students. The first is Sterling C. Evans Library, the main library of the university; the second is the Psychology Department's Sells Collection, third is the Medical Sciences Library, and the fourth is the West Campus Library.

Evans Library
The main university library has several features that are important to graduate students.

1. Graduate student orientatons. The library staff will provide an individual tour and demonstration of facilities specific to the student's area of study. Call 845-5741.
2. Interlibrary Loan. To use the interlibrary loan (connected libraries in the U.S. and some foreign countries), fill out a request form of the Evans library.
3. Lockers and study carrels. Apply at the Administration Office, Room 200. There is a $5.00 key deposit. Assignment is on a first-come, first-serve basis.
4. Computer assisted searches. Information on these facilities and services can be obtained at the reference desk in Evans Library.

Helen F. and Saul B. Sells Psychology Resource Collection
The personal library of S. B. and Helen Sells has been given to the Texas A&M Psychology Department. This collection contains almost 4,000 books and 1,800 boxes of journals and reprints; it includes, for instance, the Annual Review of Psychology (1950-1979). Dr. Sells finished his Ph.D. at Columbia University in 1936 under the direction of Robert S. Woodworth, and he had classes and research training from other well-known psychologists such as Clark Hull, E.L. Thorndike, and Gardner Murphy. Dr. Sells’ interest in seeing his library being put to good use, especially in the support of a developing program in psychology, was a primary reason for his selecting Texas A&M as the recipient of his personal collection.

The Sells Resource Collection operates under the guidance of the Library Committee of the Psychology Department and is open to faculty members and graduate students. Books are available for checking out.

**Medical Sciences Library**

Located on West Campus, the Medical Sciences Library is home to several hundred thousand volumes of Medical Journals related to the medical-science profession. From on-line book retrieval to storehouses of information from around the globe, this library has it all.

**West Campus Library**

Located on West campus, this library primarily serves the College of Business Administration and Graduate School of Business and departments within the College of Agriculture and Life Sciences. It has a limited, specialized collection of 600 periodicals, reference works, and current monographs in business and agriculture. The library has reading space for 1,000. The focus of the West Campus Library is the R.C. Barclay Reference and Retailing Resource Center. The Barclay Center offers a variety of electronic resources, including compact disk databases, online databases, and access to the Internet, to serve the needs of business and agriculture.

**UNIVERSITY WRITING CENTER**

The University Writing Center offers graduate students assistance with writing and public speaking, including class assignments, CVs, journal articles, research posters, oral presentations, theses or dissertations, and the oral defense. Please refer to their website (https://writingcenter.tamu.edu/Students/Graduate-Students) for more details.

**ACADEMIC AND COUNSELING SUPPORT SYSTEMS**

The University maintains a student counseling service that is free to all students attending Texas A&M University (https://scs.tamu.edu/). Students are invited to discuss with professional counselors any concerns they have regarding their academic progress, educational goals, choice of career, or personal-social problems. Appointments of a limited duration are provided to assist in educational planning or personal-social difficulties.
COMPUTER SERVICES
The Texas A&M University Open-Access Computer Labs is available for faculty and students of the University. Seven Open-Access Labs and one dedicated Printing Center provide access to email accounts as well as Web navigation, image-manipulation, desktop publishing, spreadsheet applications, computer-to-computer communications software, programming languages, and a number of course-specific programs. Lab access is twenty four- hours per day in the Student Computing (SCC) in order to better serve the needs of the students and faculty. Equipment varies from lab to lab, but most include Pentium – Based IBM compatible PCs, Apple Macintosh systems, Sun SPARC stations, SGI workstations (which provide access to the campus Supercomputers), optical scanners and a variety of high capacity printers. Color & Transparency printing is also available through the SCC, though this requires special access. The Open Access Computer Labs website provides greater detail about specific lab information: http://cis.tamu.edu/oal.

In addition, the Psychology building also has a printer accessible to students. Please see Appendix B for instructions on how to print to this printer.

HOUSING
Most graduate students live off campus and there are adequate numbers of apartments, condominiums, and homes to rent in the Bryan/College Station area. The University shuttle bus system transports students to and from many apartment complexes at a minimal cost. For additional information and further details, contact:

Off Campus Housing Center
Department of Student Affairs
Texas A&M University
College Station, TX 77843
979-845-1741
APPENDIX A. THESIS AND DISSERTATION POLICIES

Admission to Doctoral Candidacy
To be admitted to candidacy for a doctoral degree, a student must have: (1) completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, (2) a Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan, (3) passed the preliminary examination (written and oral portions), (4) submitted an approved dissertation proposal, (5) met the residence requirements. The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Filing a Petition
There are two types of petitions offered by the OGAPS office. The “MDD Petition” (MDD: Major, Degree, or Department) and the “Long Form Petition”. All petitions are to be submitted online at https://ogsdpss.tamu.edu/. Please be aware that a student may only have one petition in process through the DPSS system at one time. The OGAPS office must approve the petition before a new petition of either type may be created.

MDD Petition
The MDD Petition is used to request a change of major, degree or department. A tutorial on how to create a MDD petition can be found at http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Workshop%20and%20Tutorials/HOW-TO-FILE-MDD-PETITION-IN-DPSS1.pdf.

Long Form Petition
Allows a student to submit requests for any one or a combination of Committee Changes, Course Changes, Extension of Time Limits or for a Waiver/Exception of rules. A tutorial on how to create a Long Form Petition can be found at http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Workshop%20and%20Tutorials/HOW-TO-FILE-A-LONG-FORM-PETITION-IN-DPSS.pdf.

Once the student submits a petition, it will be routed for approval. Some departments have a pre-committee staff approver that the petition must pass through before being routed to the committee chair. The chair must approve the petition before the rest of the committee members will have access to approve, and all committee members must approve before the department head/departmental approver can approve. Once all of these approvals have been added, the document is then routed to the OGAPS office for processing and approval.

Final Defense
To be eligible to take a final exam, students must possess at least a 3.00 GPA for courses on the degree plan and for all courses completed at Texas A&M eligible to be applied to the degree plan, and there must be no unresolved grades of D, F, or U for any course listed on the degree plan. They must also have completed or be currently registered for all of the courses listed on their degree plan, and have met all English language requirements. In addition, doctoral students must be formally admitted to candidacy before a final exam can be requested.

A Request and Announcement of the Final Examination must be submitted to the Office of Graduate and Professional Studies a minimum of 10 business days in advance of the
scheduled date of the exam. OGAPS must be notified in writing of any cancellation or change to the scheduled examination date. A copy of the signed form should be given to the Academic Advisor for your student file.

**Note:** Per University rules, the final defense may not be administered before the thesis/dissertation is available to all members of the student’s advisory committee in substantially final form, and all members have had adequate time to review the document. This means your advisory committee needs to receive a near final copy of your thesis/dissertation **2 weeks before** the final defense.

**Substitutions at the Final Defense**

Examination schedules must be arranged so that all members of Advisory Committee can be present for the Final Examination. Substitutions should be requested only as an absolute necessity. Unless emergency circumstances exist, arrangements for a substitution should be made by the individual member of the Advisory Committee who is to be absent—not by the student involved, the Chair of the Advisory Committee, nor the Head of the student’s major department. If a member must be absent from any scheduled examination, he or she should arrange with a Member of the Graduate Faculty from his or her department to sit at the examination as a substitute and should notify the Committee Chair. **No substitutions for the Chair will be approved.** If a Chair cannot attend a scheduled examination, or if two (or more) members of an Advisory Committee must be absent, the examination must be rescheduled.

**Forms and Signatures**

Final examination results must be submitted with original signatures of the committee members present at the examination (including any substitutes). A positive vote by all members of the graduate committee, with at most one dissention, is required to pass a student on his/her final exam. Examinations that are not completed and reported to OGAPS within 10 business days of the scheduled examination date will be recorded as failures. A Master’s student may be given only one opportunity to repeat the final examination and it must be within a time period that does not extend beyond the end of the next regular semester. A doctoral student is allowed only one opportunity to take the final exam. Final examinations must be passed by the deadlines announced each semester or summer term by OGAPS in order for the student to graduate in that semester.

**Timeline for Submittal and Graduation**

Master’s and Doctoral students have one year from successfully completing the final examination to clear the Thesis Office and graduate. Otherwise, the student will be required to repeat the final examination. With the approval of the advisory committee and department head or chair of the interdisciplinary program, the student may request an extension of the one-year time limit with the submission of a Petition for Extension of Time Limits to OGAPS.

**Thesis Office & Required Forms**

The Thesis Office reviews each electronic Thesis, Dissertation and Record of Study (ETD) for uniformity, consistency, and adherence to University guidelines for quality. In addition, the office also provides a wide range of preparation support and coordinates the timely release of the ETD for public access. Details on how to prepare and submit your Thesis/Dissertation can be found on the Thesis Office webpage.
Thesis/Dissertation Forms and Information
The following forms are required for M.S. students:
• Approval of Written Thesis Form - Masters
• Copyright and Availability Form

The following forms are required for Doctoral students:
• Approval of Written Thesis Form - Dissertation
• Copyright and Availability Form
• Online Survey of Earned Doctorates and AAUDE Survey

The Written Thesis/Written Dissertation Approval Forms are to be signed by the student’s entire advisory committee and their department head. The department heads signature must be original. If the students department is not able to sign the form, an authorized signer from the student’s home department may sign on their behalf. All other signatures from the other committee members must be the original or scanned signatures.

The Copyright and Availability Form is a required form for both Masters and Doctoral students. This form is to be signed by the student, and the student’s committee chair. The student’s signature may be a scanned copy, but the chair’s signature must be original.

Submitting your Documents
All Thesis office forms must be submitted either in person or through campus mail by the specified dates on the OGAPS calendar for the respective semester in which the student plans to graduate. A draft of the students Thesis or Dissertation in final form will also be due on the same date by 5 p.m. After the students draft has been reviewed, the student will be contacted by the Thesis Office, and will be informed of any corrections that need to be made. Students will be responsible for submitting their corrections by the deadlines on the OGAPS calendar for the respective semester in which they plan to graduate. Please be aware that students must have defended their Thesis or Dissertation before any Thesis forms of PDF copies of their document may be submitted.
APPENDIX B. Print Kiosk Instructions

Print Kiosk

It’s as simple as "Swipe, Select, Print!" New Print Kiosks maintained by the Open Access Labs (OAL) allow students to print in libraries and other computer labs using their semester print allocation or funds they have added to their account. Once a print job is sent from any OAL computer, students can visit a print kiosk to release their printout.

How does it work?
Print as you normally would from any OAL computer. When you are ready to collect your printouts, go to a Print Kiosk. You must release your printout within two hours. See Print Kiosk Locations Below

Swipe your Texas A&M ID to log in. You can also log in by entering your NetID and password if you don’t have your ID.

A list of your print jobs will appear.

Select the print job you want to print.
If you would like to print the entire list of print jobs, select Check All.

Then select Print.
You will see a warning screen about your print allocation. If you don't have any printouts remaining, you must add money to your account by visiting https://print.tamu.edu before you can release your print job. Select Continue.

When you are done, select I'm Done to exit.

Your printouts will be sent to the printer next to the touch screen.

Where are the Print Kiosks located?
Academic Building Room 124
Evans Library
Evans Library Annex
Agriculture and Life Sciences Building Computer Lab
Horticulture & Forest Science Building
Bright Athletic Lab Complex
Medical Science Library
Buzbee Leadership Learning Center
Blocker Computer Lab - for releasing color printouts only
Student Computing Center - for releasing color printouts only
West Campus Library - for releasing color printouts only
Adding more locations all the time.

FAQ

Q: I tried to print one of my jobs, but an error came up and the job disappeared. What happened?
A: Print jobs must be less than 100 pages or 100 megabytes or else they will be deleted when you attempt to print them. High-capacity printers in Blocker, West Campus Library and the Student Computing Center are better suited for large print jobs.

Q: How long do my print jobs stay in the queue?
A: Once you print to a Print Kiosk, you have two hours to release the printout. After that, the print job will be deleted.

Q: If you delete my print job, am I charged for it?
A: No. You are not charged until the job is sent to the printer.

AggiePrint

AggiePrint is a tool that allows on-the-go printing to the Open Access Labs print kiosks from smartphones, laptops and virtually any device with email capabilities. To get started, send a file you want to print to aggieprint@tamu.edu. All Texas A&M students, faculty, and staff can use AggiePrint.

AggiePrint Locations

Mobile printing is available from anywhere. Once you submit your print job via email, you can pick up the printouts at any mobile-enabled print kiosk. You must pick up your printout within two hours of submitting it.

Not all OAL Kiosks are mobile enabled yet. The mobile print capability will continue to be added to OAL kiosks over the summer. Look for the Mobile Enabled sticker at kiosks located at:

- Academic Building Room 124
- Evans Library (1st Floor Reading Room)
- Horticulture & Forest Science Building (Room 119X)
- Memorial Student Center 1st Floor
- Medical Science Library (EC)
- Student Computing Center (2nd floor kiosk)
- West Campus Library (3rd floor kiosk)
- University Apartments Community Center (UACC)

Using AggiePrint

1) Email a file to Aggieprint@tamu.edu with your desired print materials attached. Accepted file types include Word, Excel, PowerPoint, Visio, PDF, Images, TXT, CSV and RTF. Files must be less than 50 MB.

2) If you've never sent a file from a particular email address, you will receive an email from AggiePrint with instructions on how to register your email. If you are sending from a registered email address, you will receive an email from AggiePrint when your files are ready to be printed.

3) Go to any mobile-enabled print kiosk on campus and release your prints. Print jobs will be stored for two hours. Note: The cost of these prints will be deducted from your TAMU print balance once you release the prints from a print kiosk. To
learn more about print kiosks and their locations around campus, visit oal.tamu.edu/Printing/Print_Kiosk.

For AggiePrint step-by-step directions, visit hdc.tamu.edu/Labs_Printing/Printing/Remote_Printing/AggiePrint. For additional support, please contact Help Desk Central at hdc@tamu.edu or 979.845.8300.
APPENDIX C. DEPARTMENT ADMINISTRATION
**APPENDIX D. LAST THINGS TO DO BEFORE LEAVING TAMU**

Students should meet with their advisors to discuss data and laboratory equipment issues. In addition, there is an exit process that begins with scheduling an exit appointment with the business office.

This form, or a similar form customized by a department, should be used by a supervisor/designee and/or HR Liaison as a checklist to document activities completed during and following the exiting process for terminating employees. Not every action listed is applicable in every termination, but the comprehensive list is provided as a mechanism to confirm good management practices and to protect university property.

***Please make an appointment with Brooklynn Smith Prior to meeting with Peggy Brigman.***

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Last Day in Office:</th>
<th>Last Day in Paid Status:</th>
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<tbody>
<tr>
<td>Title:</td>
<td>UIN:</td>
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<tr>
<td>Department:</td>
<td>Supervisor:</td>
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</tbody>
</table>

**Peggy Brigman – Psychology Graduate Office**

- Holds
- Grades
- Fees
- Graduation Check
- Courses Grades *Last 3 Semesters Taught*
- Returned Inventory – Software, Computers, Books *(Check with Audra)*
- Initial Location & Title
- Forwarding Address
- Forwarding Email
- Plan for Research Data
- Fields

**Jeannine Scambray – Psychology Admin Office**

- Office and/or desk keys
- Facility access codes
- Parking permit / Business parking permit
- Disable Building Security

**Brooklynn Smith – Psychology Business Office**

- Payroll changes / Employee Personnel Action (EPA)
- Last Paycheck date: ______________
- Direct Deposit (circle one): Yes No
- Electronic paycheck or pickup last paycheck/stub
- Payment Card / other credit or purchase cards - Fritzie
- Fiscal reimbursements completed - Fritzie
- Personnel file to inactive status
- Travel vouchers/receipts completed - Fritzie
- Benefits. Employee must contact the Benefits office. End date: ______________
- HRConnect updates: Employee retains access to HRC for 18 months from termination. Advise employee to keep UIN and password to modify e-mail, home address and W2 delivery choice.
- Employee Exit Survey

Please initial in the box below by your name and date once you have checked off everything on the list for your area. There is a box for each person in your area to initial and a line for each person to date.

<table>
<thead>
<tr>
<th>Business Office</th>
<th>Admin Office</th>
<th>Graduate Office</th>
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<tbody>
<tr>
<td>Brooklynn</td>
<td>Jeannine</td>
<td>Peggy</td>
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<td>Date</td>
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[http://employees.tamu.edu/media/329686/559COBRAGuide.pdf](http://employees.tamu.edu/media/329686/559COBRAGuide.pdf)